

PLAYER Lesson # 1/2 week1 and 2 combo SHOW RESPECT & COURTESY

Coach Name: _____ Chapter: TFT North Florida Facility: TFTNF Date: SUMMER 20119

of Coaches/Volunteers: 2+ # Participants: _____ Age Range: 7+ Skill Level: PLAYER

PLAYer-to-Coach ratio: 3-hole 6-hole **9-hole** # of Stations/# of Holes: _____ On-course **Off-Course**

Duration (mins.): 90 mins Equipment and supplies needed: Balls, Cones, Ball markers, hoola hoops, string, launchers, putters_

Warm-up

Time Allotted: 10

Location(s): Field and/or putting green

Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives:

- Go over The First Tee Code of Conduct: Respect for myself, respect for others, and respect for my surroundings. **Code of Conduct** (Yardage Book Page 4)
- Ask Students to Stand up, pass ball around and introduce themselves. Say one thing they like or like to do (sports, food, pets, colors, etc...)

Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category): Frog Jumps, Sprints, Arm circles, lunges, hopping

Strength	Flexibility/Mobility	Agility/Coordination	Balance	Object Control
Bear Crawl 15-20 FT	Arm circles each way Lunges forward and back	Bunny hopping forward Lunges backward	Sideways lunges	Toss ball to stationary target

HEALTHY HABIT: Safety – Review and emphasize; connect to Healthy Habit: Safety

Safety - playing in a safe environment and by the rules (by showing respect). The action of keeping safe, averting or reducing injury, danger, loss, or getting hurt.

Life Skills Experience—The Nine Core Values

Time Allotted: 70

PLAY <i>(Games/Activities PLAYers will experience)</i>	LEARN <i>(Behaviors reflective of The First Tee Code of Conduct and Nine Core Values)</i>	APPRECIATE	YOUR GAME
<p>Activities: Putting ,Chipping ,Pitching, Full swing</p> <p>The Game: Lets Get Acquainted and Hopscotch Putting (can be modified to Tic Tac Toe Putting)</p>	<p>Life Skill—Objective & Behaviors: RESPECT: To be nice and kind in ones actions Code of Conduct and etiquette on the greens COURTESY—being nice and kind to others</p> <p>Golf Skills: Select at least two skills <input checked="" type="checkbox"/> Putt <input type="checkbox"/> Chip <input type="checkbox"/> Pitch <input type="checkbox"/> Full-swing</p> <p>Golf Fundamental (Factor of Influence): <input checked="" type="checkbox"/> Distance-response (Size or length of motion) <input checked="" type="checkbox"/> Target Awareness (Target Selection) <input type="checkbox"/> Get ready to Swing (Hold-Grip, set-up, aim, alignment)</p> <p>Physical Healthy Habits: <input type="checkbox"/> Energy <input type="checkbox"/> Play <input checked="" type="checkbox"/> Safety</p>	<p>Game of Golf: - Definition of the green</p> <p>Etiquette: -Respecting others by holding club in safety position, not talking or moving while other are putting/chipping --Walking on the greens instead of running, not stepping on the hole, no knees on the green/scuffing</p> <p>Rules of Golf: -The Game 1.1: Playing a ball with a club from a teeing ground into the hole by a stroke or successive strokes. -STANDARDS OF PLAYER CONDUCT RULE 1.2</p>	<p><i>...the outcomes of integrating PLAY, LEARN and APPRECIATE into each lesson plan. Progression of YOUR GAME is self-paced and can be charted through 3-hole and 6-hole markers, and 9-hole certification.</i></p>

Complete during class: PLAYER Yardage Book pages 6 USE THE YARDAGE BOOK HERE AND GO OVER THE PAGES IN CLASS or during wrapup

Purposeful Play Activities/Games Description(s): LETS GET ACQUAINTED – Go over different types of grips (ten-finger, overlap, interlock)

Objectives of game: Set up 4 stations DRIVE< PITCH< CHIP and PUTT. Have the PLAYers experience each of the 4 Golf Skills using an appropriate club. Set up a Driver Station with Tee box cones as usual, lay out different size Drivers next to Tee Box. Pitch Station use 7 Irons of different sizes next to the Tee Box, Chip Station use Wedges of different sizes next to the Tee Box and lastly set up a Putting Station on the practice Putting Green with a variety of size Putters next to the Tee Box. Coaches try and hand an appropriate size club to the Player as best as possible. Have the PLAYers hit 4 balls from each station to experience the Golf Skill then have them rotate to the next station completing all 4 stations.

PROCEDE TO NEXT GAME

NOTE: AFTER THE GAME PLAYERS TURN THE FIRST TEE BUCKS BACK IN.

CLOSE TO THE LINE PUTTING.....PUTTING FOR FIRST TEE BUCKS

- Objective of the Game:** Putt a ball as close to the line in three different sections. The Player that gets closest to the line wins a First Tee Buck
- Golf Fundamental:** Learning to develop the size of swing to roll the ball to different distances. Also learns “feel” if this is set up of different surfaces (green, rough, concrete). Also talk about Target selection. How do they reach their Target with the appropriate size of swing.
- How to play:** PLAYers putt their ball and have it stop as close to the first line as possible, again closest to the second line and then lastly closest to the third line as possible. Have PLAYers make one shot at a time and alternate between five types of putting grips: 10-finger, interlock, overlap, reverse overlap, and left hand low. Encourage PLAYers to find the grip that works best for them. First player to putt a ball closest to the line in order wins the game and obviously will collect the MOST First Tee Bucks. Make as many PUTTING LINE STATIONS as needed so that PLAYers are active.

Guiding Questions – (Ask questions to connect activities and lesson objectives)

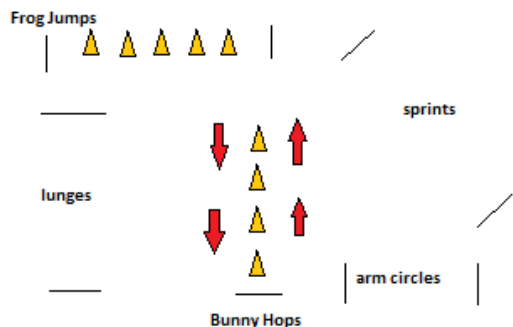
- Which grip did you think was best and why? Which grip was your least favorite? Why? How do we show respect for the putting green? For others?

Wrap-up Time Allotted: 10 **YARDAGE BOOK Respect (Yardage Book Pages 6) Courtesy pg 10**

Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life:

1. What did you LEARN about the Game of Golf (putting and 4 Golf Skills)? What Core Value is in The First Tee Code of Conduct?
2. What does it mean to them to be respectful to others? Where else should you be respectful?
3. How can you apply what you learned today in school, at home and in other areas of your life off the golf course?

Warm-up (Identify location; activities; number of stations; equipment needed; rotation, etc.)



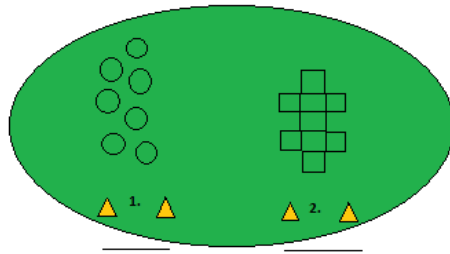
Time Lesson Progression: (List bullet-points for time allotted, lesson flow, and location of lesson activities/stations.)

- 10 Warm up exercise and go over Respect, Etiquette, and Rule Use the yardage Book
- 3 Change stations
- 33 Lets Get Acquainted/Close to the line Putting
- 2 Transition between stations
- 32 Lets Get Acquainted/Close to the Line Putting
- 10 Clean up/Wrap up/Review

DIAGRAM: (Identify number of stations and location, equipment needed for each, and brief description for each station activity.)

If needed, attach diagram on separate sheet)

CLOSE TO THE LINE PUTTING



XXX

Tee Area

XXX

Good-Better-How Feedback (at least 3 Goods and 1 Better/How)

PLAYer Core Lesson # 3 Responsibility

Coach Name: _____ Chapter: TFT North Florida Facility: TFTNF Date: SUMMER 2019

of Coaches/Volunteers: 2+ # Participants: _____ Age Range: 7+ Skill Level: PLAYer

PLAYer-to-Coach ratio: _____ 3-hole 6-hole 9-hole Off Course # of Stations/# of Holes: _____

Duration (mins.): 90 mins Equipment and supplies needed: Rope/string, cones/tees, ball markers, golf balls, putter/irons, permanent marker

Warm-up

Time Allotted: 10 Location(s): **Any large open area**

Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives:

Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category):

Strength	Flexibility/Mobility	Agility/Coordination	Balance	Object Control
Standing on toes and change to heels 10X	Toe touches and arm circles, 15 of each	Knee to opposite elbow while walking 15 ft.	Lunges in a straight line for 20 ft.	Practice Y to Y swing without ball and full swing 10 X each

Safety – Review and emphasize; connect to Healthy Habit: ENERGY: The body's fuel for living; including sleep, and what we eat and drink.

Life Skills Experience—The Nine Core Values

Time Allotted: 70

PLAY <small>(Games/Activities PLAYers will experience)</small>	LEARN <small>(Behaviors reflective of The First Tee Code of Conduct and Nine Core Values)</small>	APPRECIATE	YOUR GAME
<p>The Game: Lilly Pads—Putt or Chip Leap Frog--Chip</p>	<p>Life Skill—Objective & Behaviors: Responsibility: ITS UP TO ME. I AM THE ONE MYSELF AND OTHERS DEPEND ON TO MAKE SOMETHING HAPPEN.</p> <p>Golf Skills: Select at least two skills <input checked="" type="checkbox"/> Putt <input checked="" type="checkbox"/> Chip <input type="checkbox"/> Pitch <input type="checkbox"/> Full-swing</p> <p>Golf Fundamental (Factor of Influence): <input type="checkbox"/> Distance-response (Size or length of motion) <input type="checkbox"/> Target Awareness (Target Selection) <input checked="" type="checkbox"/> Get Ready to Swing (Hold-Set-up-Aim and Alignment)</p> <p>Physical Healthy Habits: <input checked="" type="checkbox"/> Energy <input type="checkbox"/> Play <input type="checkbox"/> Safety</p>	<p>Game of Golf: Putting green; definition of a putting green and flagstick</p> <p>Etiquette: Where to lay the flagstick near the putting green</p> <p>Rules of Golf: The Flagstick (Rule 13.2): Before making a stroke from anywhere on the course, the player may have the flagstick attended, removed, can remain in place or have it held up to indicate the position of the hole.</p>	<p><i>...the outcomes of integrating PLAY, LEARN and APPRECIATE into each lesson plan. Progression of YOUR GAME is self-paced and can be charted through 3-hole and 6-hole markers, and 9-hole certification.</i></p>

Complete during class : PLAYer Yardage Book pg 14 USE THE YARDAGE BOOK IN BETWEEN ACTIVITIES OR IN WRAPUP

Purposeful Play Activities/Games Description(s): Coaches talk about different grips and demonstrate...baseball (10 finger), interlocking, overlapping. Also review CODE OF CONDUCT and relate it to responsibility. Review Etiquette on the GREEN, including the ability to fix all marks on the GREEN....(new rule) and review parts of the Golf Club.

BASKET KNOCK OUT PUTTING:

COACHES GATHER 4 OR 5 BIG PRACTICE BALL BASKETS OFF A RANGE. TURN THE BASKETS UPSIDE DOWN ON THE PUTTING GREEN FOR 4 OR 5 STATIONS DEPENDING ON HOW MANY STUDENTS YOU HAVE. MAKE A VARIETY OF PUTTS. (Baskets on various areas of the green.) HAVE NO MORE THAN 4 PLAYERS TO A BASKET.

To start the game all Players Putt at the same time toward their basket. The Players CAN NOT HIT the basket or they are out. LEAVE ALL BALLS ON THE GREEN. The next phase is to have each player PUTT ANOTHER BALL TO HIT THE BASKET. IF THERE IS

ANOTHER PLAYERS BALL IN THE WAY THEY CAN HIT THAT BALL AND KNOCK THE OTHER PLAYER OUT. THEY HAND THE KNOCKED OUT PLAYER THEIR BALL AND PUTT AGAIN FROM WHERE THEY BALL LIES TO HIT THE BASKET. IF THEY HIT IT THEY ARE STILL IN THE GAME , IF THEY MISS THEY ARE OUT ALSO. THE LAST PLAYER STANDING IN EACH GROUP WINS. COACHES YOU CAN PLAY A NUMBER OF ROUNDS ROTATING STATIONS SO PLAYERS HAVE A VARIETY OF PUTTS.

Lilly Pads Diagram #1 CHIPPING GAME

How to Play: How many frogs can PLAYers get to hop across the lily pads? Have each PLAYer draw a frog face on his/her golf ball with a permanent marker and name it.

PLAYers get one ball and hits chip with putter or iron. Color code small circles and align them with larger circles. Place smaller circle off edge of the green; in line with the teeing ground and the larger circle, which is on the putting green. PLAYers get another ball if chip hits the closer circle (lily pad) or the larger circle (lily pad). If ball misses a lily pad, then PLAYers must go swimming for frog (ball) and retrieve. Continue to chip and count how many lily pads the frog hits. Option: Use SNAG® and Launch Pad (lily pad) to assist with aiming/target awareness. For very beginner Players

CAN USE FIRST TEE BUCKS IN EACH GAME PLAYER GETS A FIRST TEE BUCK BY LANDING IT AHEAD OF EACH PUTT OR CHIP IN LEAP FROG AND FOR EACH LANDING ON THE LILY PADS.

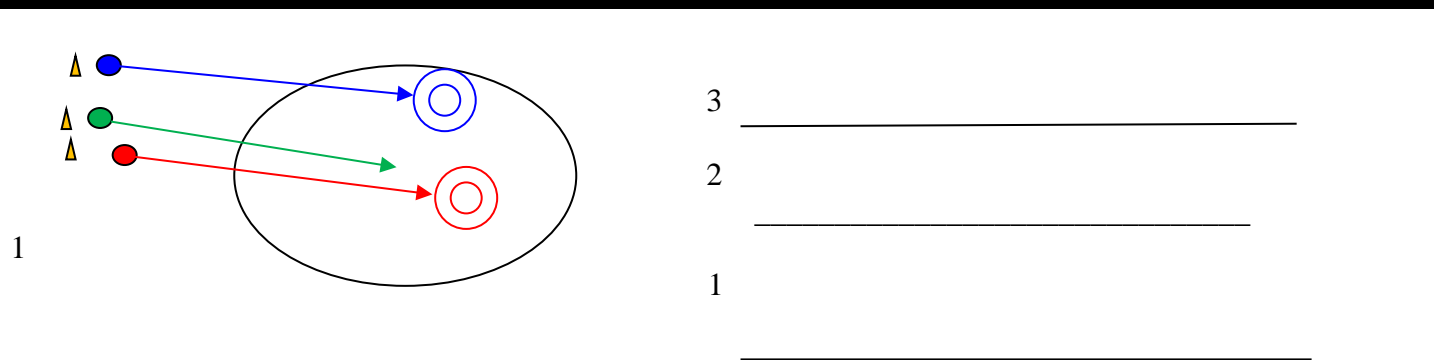
Wrap-up	Time Alloted: 15	YARDAGE BOOK PGS 14
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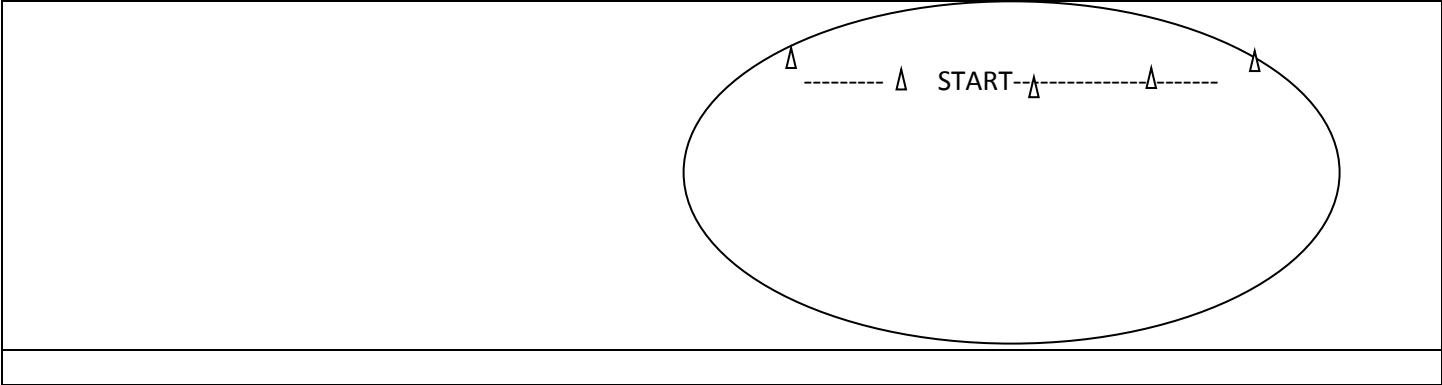
Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life:

1. *What is RESPONSIBILITY? I am the one myself and others depend on to make something happen..... What does it mean to the students? How can you show Responsibility while on the golf course? How can it be used outside of Golf?*
2. *What does it mean to them to be RESPONSIBLE to others? Where else should you be RESPONSIBLE beside the golf course?*
3. *How can you apply what you learned today in school, at home and in other areas of your life off the golf course?*

Time	Lesson Progression: (List bullet-points for time allotted, lesson flow, and location of lesson activities/stations.)
10	Warm up
3	Change stations
33	Lilly Pads/Leap Frog
2	Change Stations
32	Lilly Pads/Leap Frogs
10	Clean up/review/wrap up

DIAGRAM: (Identify number of stations and location, equipment needed for each, and brief description for each station activity.)





Good-Better-How Feedback (at least 3 Goods and 1 Better/How)

PLAYer Core Lesson # 8 /HONESTY AND INTEGRITY

Coach Name: _____ Chapter: TFT North Florida Facility: TFTFNF Date: SUMMER 2019

of Coaches/Volunteers: _____ # Participants: _____ Age Range: 7+ Skill Level: PLAYer

PLAYer-to-Coach ratio: _____ 3-hole 6-hole 9-hole # of Stations/# of Holes: On-course Off-course

Duration (mins.): 90 mins _____ Equipment and supplies needed: _____

Warm-up

Time Allotted: 20

Location(s):

INTEGRITY

Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives: Review all of the Nine Core Values.

INTEGRITY – showing the core values even when no one is watching – knowing what’s right and wrong and how to act; being responsible for your own conduct when others aren’t looking; maintaining composure and etiquette.

CLASS REVIEW: Go over parts of the course – where on the course are some of the “unfavorable” places to be hitting from? (Bunkers, deep rough, having hit in the water or out of bounds). Why is being in the fairway the best place to be? Go over newer terminology like Penalty Areas, Teeing Areas etc. Coaches can find this information on the USGA 2019 Rules app on your smart phones.

FITNESS CIRCUIT: *Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category): Practice swinging without a club – to get the body ready and simulate what you will be doing. Do some standing twists – simulate a backswing – keep balanced. Get the leg muscles ready for walking – do several squats, alternating toes touches left, middle, right, do cross legged toe touches and keep balance. Dynamic warm-up: Travel ahead about 20 feet by doing high knee lifts. 5 Categories-STRENGTH, FLEXIBILITY, AGILITY/COORDINATION, BALANCE*

AND OBJECT CONTROL

Safety – Review and emphasize; connect to Healthy Habit: Safety- the action of keeping safe, averting or reducing injury, danger or loss.

Life Skills Experience—The Nine Core Values

Time Allotted: 50

PLAY <i>(Games/Activities PLAYers will experience)</i>	LEARN <i>(Behaviors reflective of The First Tee Code of Conduct and Nine Core Values)</i>	APPRECIATE	YOUR GAME
<p>Activities: Core Values AND Putting/REVIEW</p> <p>The Game:</p> <p>Putting Assessment practice</p>	<p>Life Skill—Objective & Behaviors: PLAYers learn about the Code of Conduct and he/she lives with integrity by: (1) maintaining his/her composure and etiquette even when he/she thinks others are not watching.</p> <p>Honesty—always telling the truth, not ever lying.</p> <p>Integrity- knowing the difference between right and wrong and doing the right thing even when no one is looking.</p> <p>Golf Fundamental (Factor of Influence): <input type="checkbox"/>Distance Response Size and length of motion <input type="checkbox"/>Target Awareness. (Target Selection) <input checked="" type="checkbox"/> Get Ready to Swing Grip-Set-up, Aim and Alignment</p> <p>Physical Healthy Habits: REVIEW ALL 3 <input checked="" type="checkbox"/> Energy <input checked="" type="checkbox"/> Play <input checked="" type="checkbox"/>Safety</p>	<p>Game of Golf: Areas of the course; terminology for different forms of Stroke Play</p> <p>Etiquette: Show concerns for safety for self and others on the course: where to stand when others are hitting, use of “fore” as necessary Consideration for others and the course Plays safe, fast, and courteous; pace of play When to record the score (after leaving the green)</p> <p>Rules of Golf: PENALTY AREAS 17.1.....new Rule</p>	<p><i>...the outcomes of integrating PLAY, LEARN and APPRECIATE into each lesson plan.</i></p> <p><i>Progression of YOUR GAME is self-paced and can be charted through 3-hole and 6-hole markers, and 9-hole certification.</i></p>

Purposeful Play Activities/Games Description(s): USE CLASS TIME TO REVIEW CORE VALUES. ASK PLAYERS IF THEY HAVE ANY QUESTIONS FROM THEIR BOOK. THEN MOVE INTO THE PUTTING COURSE.

After Putting Course do their **Yardage books pgs 38-41 for Integrity and pg 18 for Honesty**

Core Value Putting-

The putting green will be setup similar to 3-3-3, at each tee marker will be a printout with a core value definition on it. PLAYERS will be split up into teams, they will discuss the definition and putt out the hole (each hole should be rotated by PLAYERS). Before leaving the hole, they will write the answer to the definition a piece of paper and place into a bag at the tee marker. Each team should have a scorecard so they can keep track of number of putts as a team. THEN FOR THOSE PLAYERS ASSESSING ON WEEK 10 PROCEED TO THE PUTTING ASSESSMENT. OTHER PLAYERS NOT ASSESSING CAN GO WITH ANOTHER COACH TO THE RANGE TO WORK ON SWING ISSUES.

Assessment Putting- this may count as the Players 9 hole putting course if there are enough Coaches to properly watch the Player, the Player must keep their own scorecard and hand it in signed and the coach must also sign. Player **MUST DEMONSTRATE THE ATTRIBUTES BELOW WITH NO HELP FROM THEIR COACHES:**

Putting with Integrity – PLAYERS will be in small groups and go through a putting course as part of assessment. 3 putting holes each having a 5, 10, 15+ feet station at each of the 3 holes. . PLAYERS must demonstrate etiquette on the greens (marking ball correctly, order of play, not walking through lines, being respectful, and keeping score). Coaches please write on roster if they have demonstrated these traits on the course or if they need additional work. OR CONTACT COACH ANNE OR COACH KYLE ****GIVE THE COMPLETED SCORE CARD TO THE STUDENT TO BRING TO THEIR ASSESSMENT ON WEEK 10** MAKE SURE PLAYERS UNDERSTAND WHAT STROKE PLAY MEANS AND KNOW THE MARKER COLORS. REVIEW FOR ASSESSMENTS THE REST OF CLASS BY ASKING QUESTIONS AND GOING OVER THEIR BOOKS. MAKE SURE BOOKS ARE COMPLETE FOR WEEK 10 ASSESSMENT.**

Wrap-up

Time Allotted: 20

COMPLETE YARDAGE BOOK PGS 38—41 HERE

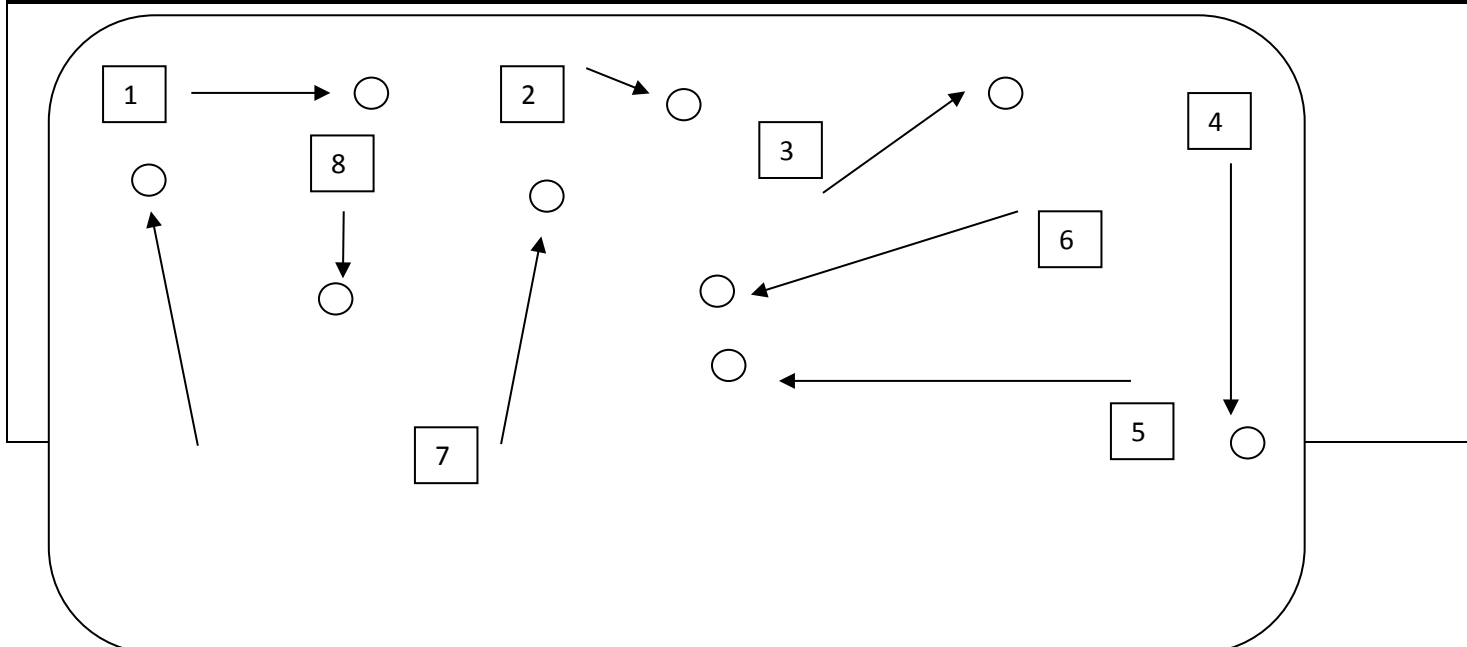
Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life:

1. Which of the Nine Core Values did you use while you were playing today?
2. What does it mean to play with integrity? How can you live with integrity at school, home, other activities, etc.?

USE CLASS TIME TO REVIEW FOR WK 10 ASSESSMENTS!!

Time	Lesson Progression: (List bullet-points for time allotted, lesson flow, and location of lesson activities/stations.)
20	Warm up
50	Putting courses/REVIEW IF TIME ALLOWS AFTER PUTTING BRING PLAYERS ON THE RANGE AND WORK ON SWING PROBLEMS FOR EACH.
20	Wrap up/ review

DIAGRAM: (Identify number of stations and location, equipment needed for each, and brief description for each station activity.)



Good-Better-How Feedback (at least 3 Goods and 1 Better/How)

PLAYer Core Lesson # 5 Modeling Sportsmanship

Coach Name: _____ Chapter: TFT North FL Facility: _____ TFTNF _____ Date: SUMMER 2019
 # of Coaches/Volunteers: _____ # Participants: _____ Age Range: 7+ _____ Skill Level: PLAYer _____
 PLAYer-to-Coach ratio: _____ XXX 3-hole 6-hole 9-hole # of Stations/# of Holes On-course Off-course
 Duration (mins.): 90 mins Equipment and supplies needed: Full Variety of Clubs and Golf Balls

Warm-up

Time Allotted: 10

Location(s):

Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives:
 Define SPORTSMANSHIP and what it means to Players. How can someone show "sportsmanship?" What does it mean to be a "good sport?"
 Explain the different formats that golf can be played in. Break PLAYers into teams and play golf.

Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category): lunges, hopping, arms out and reach, arm circles

Strength	Flexibility/Mobility	Agility/Coordination	Balance	Object Control
Palm Squeezes, Up on toes count to 60 Up on Heels count to 60	Arm circles, arm stretches, toe touch and hold	Hopping, side steps, stand on one leg count to 15	lunges	Slowly practice Putt, Y to Y, L to L and Full Swing w/o a ball

Safety – Review and emphasize; SAFETY—how to safe on the course.....talking about lightning and the Horn sounding 3 blasts to get to safety and 1 long blast for all clear. connect to Healthy Habit: ENERGY—the capacity of the body or a physical system to do work.....having power

Life Skills Experience—The Nine Core Values

Time Allotted: 50

PLAY <small>(Games/Activities PLAYers will experience)</small>	LEARN <small>(Behaviors reflective of The First Tee Code of Conduct and Nine Core Values)</small>	APPRECIATE	YOUR GAME
<p>Activities:</p> <p>On Course Play DAY!</p>	<p>Life Skill—Objective & Behaviors: Sportsmanship - observing the rules of play; winning or losing with grace</p> <p>Golf Skills: Select at least two skills <input checked="" type="checkbox"/> Putt <input checked="" type="checkbox"/> Chip <input checked="" type="checkbox"/> Pitch <input checked="" type="checkbox"/> Full-swing</p> <p>Golf Fundamental (Factor of Influence): <input type="checkbox"/> Distance-response (Size or length of motion)</p> <p><input checked="" type="checkbox"/> Target Awareness (Target Selection)</p> <p><input type="checkbox"/> Get Ready to Swing (Hold-Set-up-Aim and Alignment)</p> <p>Physical Healthy Habits: <input checked="" type="checkbox"/> Energy <input type="checkbox"/> Play <input type="checkbox"/> Safety</p>	<p>Game of Golf: Rough (do you think you need good balance to hit out of the rough?); less "favorable" area of the course. QUICKLY GO OVER AREAS OF THE GOLF COURSE BEFORE PLAY</p> <p>Etiquette: Waiting for your turn, being mindful of others when they are hitting. Be quiet and stand still while others are playing</p> <p>Rules of Golf: IDENTIFYING YOUR BALL RULE 7.2 REVIEW MARKERS: NOW CALLED PENALTY AREAS OB stakes are White, lateral penalty areas Stakes are RED ,Yellow Stakes are Water in front and, Lateral water is RED</p>	<p><i>...the outcomes of integrating PLAY, LEARN and APPRECIATE into each lesson plan.</i></p> <p><i>Progression of YOUR GAME is self-paced and can be charted through 3-hole and 6-hole markers, and 9-hole certification.</i></p>

Purposeful Play Activities/Games Description(s):

PLAY: take the PLAYers to course and play some holes, work on pace of play and sportsmanship.

Wrap-up

Time Allotted: 15

USE YARDAGE BOOK HERE

YARDAGE BOOK PGS 22

Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life:

1. What did you LEARN about the Game of Golf? Is The First Tee Code of Conduct important on the Golf Course?
2. What does it mean to them to have SPORTSMANSHIP? Where else should you be respectful AND HAVE SPORTSMANSHIP?
3. How can you apply what you learned today in school, at home and in other areas of your life off the golf course?

Time	Lesson Progression: (List bullet-points for time allotted, lesson flow, and location of lesson activities/stations.)
10	Warm up
70	Play the Course
10	Wrap up

DIAGRAM: (Identify number of stations and location, equipment needed for each, and brief description for each station activity.)

If needed, attach diagram on separate sheet)

IF FOR ANY REASON YOU CAN NOT GET ON THE COURSE PLEASE SET UP ON THE



RANGE TO ALLOW PLAYERS TO USE EVERY CLUB
AND THEN FINISH ON THE PRACTICE PUTTING GREEN,

Good-Better-How Feedback (at least 3 Goods and 1 Better/How)

PLAYer Core Lesson # 6 Confidence

Coach Name: _____ Chapter: TFT North Florida Facility: TFTNF Date: SUMMER 2019

of Coaches/Volunteers: _____ # Participants: _____ Age Range: 7+ Skill Level: PLAYer

PLAYer-to-Coach ratio: _____ 3-hole 6-hole 9-hole # of Stations/# of Holes: ___ On-course Off-course

Duration (mins.): 90 mins Equipment and supplies needed: _____

Warm-up

Time Allotted: 10 **Location(s): Large open area**

Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives: **Confidence**

Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category):

Strength	Flexibility/Mobility	Agility/Coordination	Balance	Object Control
Palm Squeezes count to 15 Up on toes count to 15 Up on heels count to 15	Toe touches and hold, side to side toe touches, arm stretches	Hopping down, side stepping back to starting point	Heel to Toe walk like on a balance beam 20 feet up and back	Practice Putting stroke w/o balls concentrate of keeping club head square, Y to Y putt/chip swing w/o ball

Safety – Review and emphasize; connect to Healthy Habit: **Energy** - the capacity for a body to do work. Having Energy to do what you do every day. Eating and drinking properly. Getting enough sleep.

Life Skills Experience—The Nine Core Values

Time Allotted: 70

PLAY <small>(Games/Activities PLAYers will experience)</small>	LEARN <small>(Behaviors reflective of The First Tee Code of Conduct and Nine Core Values)</small>	APPRECIATE	YOUR GAME
<p>The Game: 8 BALL POOL GAME OR AROUND THE WORLD OUT OF BUNKER LEAP FROG</p>	<p>Life Skill—Objective & Behaviors: Confidence: a feeling of “I can do it!”</p> <p>Golf Skills: Select at least two skills <input checked="" type="checkbox"/> Putt <input type="checkbox"/> Chip <input checked="" type="checkbox"/> Pitch <input type="checkbox"/> Full Swing</p> <p>Fundamental (Factor of Influence): <input type="checkbox"/> Distance-response (Size or length of motion) <input type="checkbox"/> Target Awareness (Target Selection)</p> <p><input checked="" type="checkbox"/> Get Ready to Swing (Hold-Set-up-Aim and Alignment)</p> <p>Physical Healthy Habits: <input checked="" type="checkbox"/> Energy <input type="checkbox"/> Play <input type="checkbox"/> Safety</p>	<p>Game of Golf: Marking ball properly</p> <p>Etiquette: Leave the course in better shape than we found it . Beware of others positions before you take your shot. Make sure those around you are safe.</p> <p>Rules of Golf: LOOSE IMPEDIMENTS CAN NOW BE REMOVED NEW RULE. RULE 15.1</p> <p>COACHES CAN GO TO USGA 2019 RULES APP ON SMART PHONES</p>	<p><i>...the outcomes of integrating PLAY, LEARN and APPRECIATE into each lesson plan. Progression of YOUR GAME is self-paced and can be charted through 3-hole and 6-hole markers, and 9-hole certification.</i></p>

Complete during class : PLAYer Yardage Book pages 26 USE YARDAGE BOOK BETWEEN ACTIVITES OR IN WRAPUP

REVIEW PARTS OF THE GOLF COURSE . GET READY TO SWING CONCENTRATE ON SET-UP .

Putting Coaches can choose 8 Ball/Pool or Around the World whichever you have supplies for. FOR 8 BALL YOU NEED A MARKER TO MAKE STRIPED BALLS AND AN 8 BALL

Purposeful Play Activities/Games Description(s):

8 BALL/POOL: Have each PLAYER mark their ball before putting to show they know how to mark a ball. Ensure PLAYERS get in the habit of marking their ball, and make sure PLAYERS do it correctly. **STAY AWARE OF YOUR SET-UP AND THE TARGET---THE HOLE**
8 Ball as in pool have 12 white balls...6 stripe/6 without and one colored ball that is the 8 ball. The 8 ball gets putted in last. Break Players into groups of 4 and have multiple sets of the 8 ball setup.....Coaches can put an 8 on a white ball so players can see it. Each group gets a hole on the Putting Green and the balls are dropped, 6 with stripes, 6 without stripes and the 8. Each Team of 2 tries to make a putt. The first ball that drops belongs to that Team is a striped ball goes in so that is the ball Team 1 putts and Team 2 putts the solids. The Teams alternate putting. If a team makes their putt they keep going till they miss then the other team of 2 putts again till they miss. The first Team to putt in all their balls gets to try and putt in the 8 Ball. Whatever team sinks the 8 ball wins.

Title of game: *Around the World*

Objectives of game: For PLAYERS to learn the break of putts. PLAYERS will have one practice round to learn the break. PLAYERS will putt from each location around the hole, scoring one point for every putt they make.

Objectives of golf fundamental: To adjust the target line for breaking putts. Concentrate on Players set-up to their line of PUTT.

Supplies: Putters, golf balls, tees

Description of Set-up: Choosing a hole with strong breaks, set up eight tees around the hole, distance dependent on level. PLAYER level: three-feet from hole. Par level: four-feet from hole. Birdie level: five-feet from hole. Eagle level: six-feet from hole.

PLAYER Level—How to Play: From 3-feet out, PLAYERS will start at each tee and have one shot to make the putt. PLAYERS scores one point if they make the putt. PLAYERS will then move counter-clockwise to the next tee and putt from there. This continues until PLAYERS have tried all eight locations "around the world." The PLAYER with the most points wins the game. Concentrate on the set-up to the line of Putt.

Title of game: *Over-Under Chipping*

Objectives of game: To chip golf balls either over or under a swim noodle, concentration is on size of their Y CHIP Y Swing

Objectives of golf fundamental: Concentrate on SET-UP for a Chip. How is stance, where is the ball in front, mid or back of the stance. How do they need to aim their Y Chip Y ?? Size of swing while chipping. Does it change for going under or going over?

Supplies: Chalk/string, rope, tees, golf balls, swim noodles, hoops, long tees, /irons/all clubs

Description of Set-up: Near the putting green, set up a variety of swim noodles either lying on the ground (staked in with the long tees or aim sticks) or use alignment sticks in the ground with swim noodles across. Feed the top of the stick thru the noodle. Next place tee markers to create the hitting stations.

Finally, with either rope, mason's chalk, baby powder or string, hoops, create circles, or targets, for the PLAYERS to aim toward. As the PLAYERS become more experienced, the coach can either make the circles smaller or have the circle surround holes.

WINNERS IN EACH GAME GET FIRST TEE BUCKS

Wrap-up

Time Allotted: 15

YARDAGE BOOK PGS: 26

Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life:

1. What did you learn about being CONFIDENT? Why is it important to have Confidence in hitting shots?
2. What other areas in your life do you need confidence? Why is it important to have confidence on the golf course?
3. What does a confident person look like? Sound like? How can you be confident at school, home, other activities, etc.? Did you feel confident today?

Time

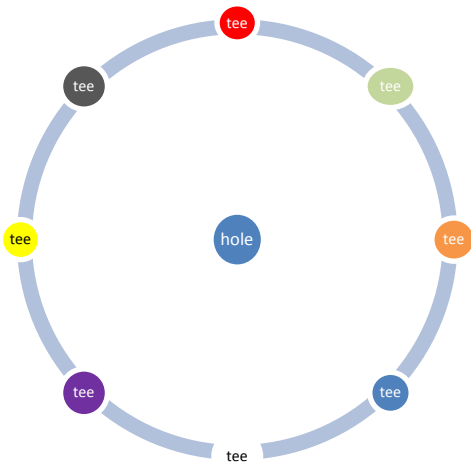
Lesson Progression: (List bullet-points for time allotted, lesson flow, and location of lesson activities/stations.)

10	Warm up
2	Change stations
32	Around the World & Over-Under Chipping
3	Change stations
33	Around the World & Over-Under Chipping
10	Cleanup/Wrap up/Review

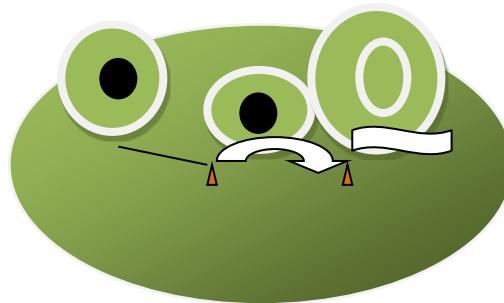
DIAGRAM: (Identify number of stations and location, equipment needed for each, and brief description for each station activity.)

Around the World

8 BALL IS JUST LIKE THE POOL GAME PUTTING THE BALLS



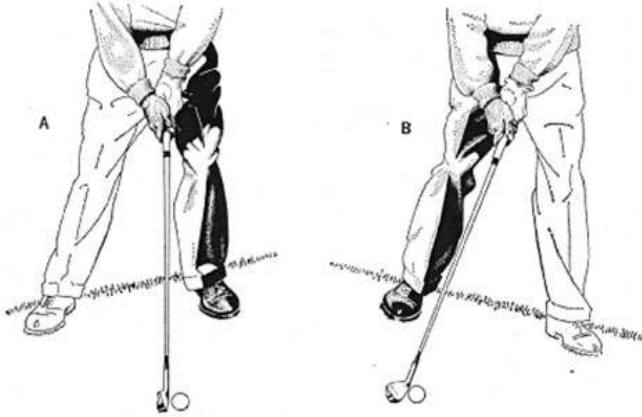
Over-Under Chipping



PLAYer Level—How to Play: How to contact ball to get over the noodle and under the noodle. CONCENTRATE OF SET-UP FOR THESE CHIPS

Staying Balanced while hitting distance shots and can also be used for the Y to Y chip stroke for Players to feel centered.

Diagram of Set-up:



PLAYer Level—How to Play: Using SNAG clubs or wedges and hit shots with the following set-ups: 1) feet together, 2) alternate swinging on one leg, 3) super-wide stance, and 4) standing on a noodle. Concentration is on set-up and trying different set-ups. Ask PLAYers: *How do you feel on your feet after each one of these activities and swinging small, medium and large swings?*
SEE INSTRUCTIONS ABOVE IN DESCRIPTION.

Good-Better-How Feedback (at least 3 Goods and 1 Better/How)

PLAYER Core Lesson # 7 Using good Judgement

Coach Name: _____ Chapter: TFT North Florida Facility: TFTNF Date: SUMMER 2019

of Coaches/Volunteers: _____ # Participants: _____ Age Range: 7+ Skill Level: PLAYER

PLAYER-to-Coach ratio: 2+ 3-hole 6-hole 9-hole # of Stations/# of Holes: On-course Off-course Duration (mins.): 90 mins Equipment and supplies needed: Chalk/string, rope, tees, golf balls, swim noodles, hoops, long tees, putter/irons/all clubs, SNAG clubs, traditional golf clubs (wedges and short irons), golf balls, tees, noodles

Warm-up

Time Allotted: 10 **Location(s): Large open area**

Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives: **Judgment**

Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category):

Strength	Flexibility/Mobility	Agility/Coordination	Balance	Object Control
Squats – 10x	Jumping Jacks – 20x	Mini obstacle course with cones	Stand on one leg, count to 10, switch legs	Practice swings w/o golf clubs keeping head still

Safety – Review and emphasize; connect to Healthy Habit: **Safety** - the action of keeping safe, averting or reducing injury, danger or loss. How do we keep our body safe Talking about the Horn during Storms can be done here. Also the use of the word FORE

Life Skills Experience—The Nine Core Values

Time Allotted: 70

PLAY <small>(Games/Activities PLAYers will experience)</small>	LEARN <small>(Behaviors reflective of The First Tee Code of Conduct and Nine Core Values)</small>	APPRECIATE	YOUR GAME
<p>The Games:</p> <ul style="list-style-type: none"> - Over-Under Chipping - Distance on the Range 	<p>Life Skill—Objective & Behaviors:</p> <p>Judgment: to make a decision or form an opinion</p> <p>Golf Skills: Select at least two skills <input type="checkbox"/> Putt <input checked="" type="checkbox"/> Chip <input type="checkbox"/> Pitch <input checked="" type="checkbox"/> Full-swing</p> <p>Golf Fundamental (Factor of Influence): <input checked="" type="checkbox"/> Distance-response (Size or length of motion)</p> <p><input type="checkbox"/> Target Awareness (Target Selection)</p> <p><input type="checkbox"/> Get Ready to Swing (Hold-Set-up-Aim and Alignment)</p> <p>Physical Healthy Habits: <input type="checkbox"/> Energy <input type="checkbox"/> Play <input checked="" type="checkbox"/> Safety</p>	<p>Game of Golf:</p> <p>Parts of the Course What clubs do we use when??</p> <p>Etiquette:</p> <p>Be aware of other PLAYers position before swinging (Safety) Leaving the Golf Course better than we found it...ie...raking the bunkers.</p> <p>Rules of Golf:</p> <p>Embedded ball Rule 16.3 Embedded balls in any general area can be lifted cleaned and identified.</p>	<p><i>...the outcomes of integrating PLAY, LEARN and APPRECIATE into each lesson plan.</i></p> <p><i>Progression of YOUR GAME is self-paced and can be charted through 3-hole and 6-hole markers, and 9-hole certification.</i></p>

Complete during class : PLAYER Yardage Book pages 30 COMPLETE YARDAGE BOOK IN BETWEEN ACTIVITIES OR IN WRAPUP

Purposeful Play Activities/Games Description(s): CORE ACTIVITY: TALK ON THE RANGE ABOUT: WHAT CHOICES DO YOU MAKE IN GOLF??....What club do I use?? , What's my target??, What is the distance to my Target??, How big of a swing do I take to get the Ball to the target??

Range style with targets between 10 and 50 yards away, have participants focus on the size of their swing motion to get to the TARGETS.

TALK ABOUT THE ETIQUETTE OF THE BUNKER, RAKING, NOT TOUCHING THE SAND TO TEST IT OR REST THE CLUB BUT LOOSE IMPEDIMENTS CAN BE REMOVED. (new rule)

Title of game: *CORE ACTIVITY on the Range*

Objectives of game: How to JUDGE THE DISTANCE TO THE TARGET using full-swing

Objectives of golf fundamental: Learn how the body is positioned in relation to the target when making a full swing. Have the PLAYERS select different targets every 3-5 golf shots. Encourage them to be aware of the size of their swing adjusting it to the distance of their TARGET. If possible space TARGETS at different yardages appropriate for your level PLAYER class..

Supplies: SNAG clubs or traditional golf clubs (wedges and short irons), golf balls, tees, noodles,

Description of Set-up: Range style with targets between 10 to 50 yards away

Wrap-up

Time Allotted: 15

YARDAGE BOOK PGS: 30

Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life:

1. How do you decide where you want a shot to go? What is your pre-shot routine? Does that help? What grip do you use? What is your set-up, aim and alignment? Does that influence where your shot goes?
2. What does it mean to use good judgment? What are some situations where you have had to use judgment? How can you use better judgment at school, home, during other activities?

Time	Lesson Progression: (List bullet-points for time allotted, lesson flow, and location of lesson activities/stations.)
10	Warm Up
3	Change stations
32	OUT OF THE BUNKER/Distance on the Range
2	Change stations
33	OUT OF THE BUNKER/Distance on the Range
10	Clean up/wrap up/review

DIAGRAM: (Identify number of stations and location, equipment needed for each, and brief description for each station activity.)

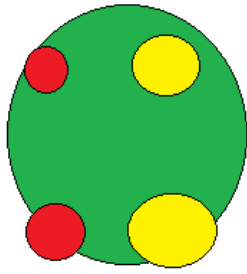
Title of game: *OUT OF BUNKER LEAP FROG*

Objectives of game: To chip each ball out of the BUNKER and try to get each successive ball FURTHER than the one before.

Objectives of golf fundamental: To learn proper SET-UP TO GET A BALL OUT OF THE BUNKER AND LEARN HOW BIG A SWING TO GET THE BALL OUT

Supplies: String or color circles, hoops, tees/cones, golf balls, putter/irons, permanent marker

Description of Set-up: Near green, set up two tees/cones as the starting point. Place tape a few feet apart outside the bunker so that Players have a TARGET to aim to get out of the BUNKER.



BUNKER LEAP FROG

Good-Better-How Feedback (at least 3 Goods and 1 Better/How)

PLAYer Core Lesson # 8 Perseverance

Coach Name: _____ Chapter: TFT North Florida Facility: TFTNF Date: SUMMER 2019

of Coaches/Volunteers: _____ # Participants: _____ Age Range: 7+ _____ Skill Level: PLAYer

PLAYer-to-Coach ratio: _____ 3-hole 6-hole 9-hole # of Stations/# of Holes: _____ On-course Off-course

Duration (mins.): 90 mins Equipment and supplies needed: Golf balls, carpenter tape or string, practice area or golf course

Warm-up

Time Allotted: 10 Location(s): Large open area **PERSEVERANCE**

Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives: **Perseverance**

Physically engage PLAYers in a fitness circuit:

Strength Squats 10X	Flexibility/Mobility Cross legged toe touches, side stretches, arm stretches	Agility/Coordination High knees, up and back in a straight line 20 feet	Balance Inch worm	Object Control Practice L to L swing w/o ball keeping head still and maintaining square club head
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*Safety – Review and emphasize; connect to Healthy Habit: **Play** – lively activity or exercise for fun, recreation and enjoyment; often spontaneous*

Life Skills Experience—The Nine Core Values

Time Allotted: 70

PLAY <small>(Games/Activities PLAYers will experience)</small>	LEARN <small>(Behaviors reflective of The First Tee Code of Conduct and Nine Core Values)</small>	APPRECIATE	YOUR GAME
<p>Activities: Darts / OUT OF THE BUNKER COACH CHOICE</p> <p>The Game: Battleship or Sharks and Minnows</p>	<p>Life Skill—Objective & Behaviors: Perseverance: to persist with an idea, purpose or task despite obstacles. To keep going no matter what</p> <p>Golf Skills: Select at least two skills <input checked="" type="checkbox"/> Putt <input checked="" type="checkbox"/> Chip <input checked="" type="checkbox"/> Pitch <input type="checkbox"/> Full-swing</p> <p>Golf Fundamental (Factor of Influence): <input type="checkbox"/> Distance-response (Size or length of motion)</p> <p><input checked="" type="checkbox"/> Target Awareness (Target Selection)</p> <p><input type="checkbox"/> Get Ready to Swing (Hold-Set-up-Aim and Alignment)</p> <p>Physical Healthy Habits: <input type="checkbox"/> Energy <input checked="" type="checkbox"/> Play <input type="checkbox"/> Safety</p>	<p>Game of Golf: Understand areas of the golf course that have less than favorable consequences</p> <p>Etiquette: Wait until PLAYers ahead have cleared before hitting</p> <p>Rules of Golf: PROVISIONAL BALL 18.3 AND TIME ALOTTED 18.2 Rule change 5 minutes to 3 minutes.</p>	<p><i>...the outcomes of integrating PLAY, LEARN and APPRECIATE into each lesson plan. Progression of YOUR GAME is self-paced and can be charted through 3- hole and 6-hole markers, and 9-hole certification.</i></p>

Complete during class : PLAYer Yardage Book pages 34 COMPLETE YARDAGE BOOK IN BETWEEN ACTIVITIES

Purposeful Play Activities/Games Description(s): Range/Chipping area
Have players focus on PICKING A TARGET What can be a target??

RELAY CHIPPING:

PLAYERS WILL PLAY IN TEAMS OF NO MORE THAN 3 PLAYERS.

Coaches will set up a variety of shapes to chip to on the Putting Green. Make TRIANGLES, BIG =5 FIRST TEE BUCKS, A SMALLER TRIANGLE WORTH 10 FIRST TEE BUCKS, A VERY LARGE RECTANGLE WORTH 2 BUCKS AND A SMALL SQUARE WORTH 20 BUCKS.

Each Player in the team will tell their teammates what shape they are going for. If they make it they tell a coach and get their BUCKS, THE PLAYERS will continue to CHIP each stating which shape they will go to. Players have to be HONEST, HAVE RESPONSIBILITY AND SPORTSMANSHIP FOR THIS ACTIVITY and they must work together to accumulate the most First Tee Bucks promoting camaraderie. THE TEAM WITH THE MOST BUCKS WINS

Title of game: SHARKS AND MINNOWS

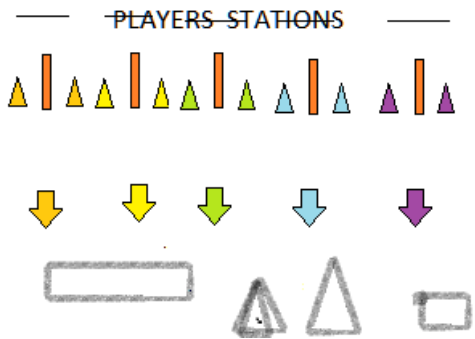
May need more than one setup depending on class size* (OR **BATTLESHIP!! SEE NEXT PAGE BELOW)

Players all start with a yellow golf ball and pick a starting point—a designated area marked off with tape or string....THE OCEAN..... (Make it pretty big on putting surface). A Coach will start as the GREAT WHITE SHARK with a white golf ball and announce all Minnows swing away!! All Players putt one putt anywhere inside the OCEAN.... Minnows all step out of the OCEAN after they putt and then THE GREAT WHITE gets a putt. The GREAT WHITE must try and hit one of the minnows golf balls to “EAT” them and get them out of the OCEANBUT that Minnow then becomes the next GREAT WHITE and the game goes on until there is ONE MINNOW Left..... THAT MINNOW WINS..... MORAL its best to be the small fish in the ocean!!! If a MINNOW putts outside of the OCEAN that MINNOW is out of the game. Players must control their distance and their aim to keep playing.

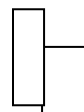
Wrap-up	Time Allotted: 15	YARDAGE BOOK PGS 34
Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life:		
<ol style="list-style-type: none"> 1. What happens if your shot doesn't go where you want it, or you have some trouble getting a ball out of a bunker or thick rough – what will you do? Did you get frustrated at all today? How did you handle that frustration? 2. What are some situations where you have had to use perseverance? How can you “persevere” at school, home, other activities, 3. How do you keep positive and have fun when you have to persevere? (Think about the things you do well!!!) 		

Time	Lesson Progression: (List bullet-points for time allotted, lesson flow, and location of lesson activities/stations.)
10	Warm up
3	Change stations
32	Darts and Sharks & Minnows
2	Change stations
33	Darts and Sharks & Minnows
10	Clean up/wrap up/review

DIAGRAM: (Identify number of stations and location, equipment needed for each, and brief description for each station activity.)



MOVE SHAPES FAR ENOUGH OUT IN FRONT OF THE CHIPPING STATIONS AND MAKE SURE YOU VARY THE SIZES.



BATTLESHIP:

Knock out Targets on the Opposite side of the line or tape. Set up with 2 teams of no more than 3 Players each side. Multiple Teams and Targets maybe needed. Check your Course for little targets. If your course is not equipped change to SHARKS AND MINNOWS PUTTING GAME. AGAIN MAKE THESE GAMES MORE DIFFICULT TO ELICIT PERSEVERANCE!!!!

PLAYER 1

Player 1 tries to knock out Targets on Player 2's side and Player 2 tries to get Targets on Player 1's side. First Team to knock down all Battleship Targets WINS!!

XXXXX XXXXX XXXXXX XXXXX XXXXXX

XXXXX XXXXX XXXX XXXX XXXXX

Player 2

PLAYER Core Lesson # 9 Integrity

Coach Name: _____ Chapter: TFT North Florida Facility: TFTFNF Date: SUMMER 2019
 # of Coaches/Volunteers: _____ # Participants: _____ Age Range: 7+ Skill Level: PLAYER
 PLAYer-to-Coach ratio: _____ 3-hole 6-hole 9-hole # of Stations/# of Holes: On-course Off-course
 Duration (mins.): 90 mins _____ Equipment and supplies needed: _____

Warm-up

Time Allotted: 20	Location(s): INTEGRITY
<p><i>Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives:</i> Review all of the Nine Core Values. INTEGRITY – showing the core values even when no one is watching – knowing what’s right and wrong and how to act; being responsible for your own conduct when others aren’t looking; maintaining composure and etiquette.</p> <p>CLASS REVIEW: Go over parts of the course – where on the course are some of the “unfavorable” places to be hitting from? (Bunkers, deep rough, having hit in the water or out of bounds). Why is being in the fairway the best place to be? Go over newer terminology like Penalty Areas, Teeing Areas etc. Coaches can find this information on the USGA 2019 Rules app on your smart phones.</p>	
<p>FITNESS CIRCUIT: <i>Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category): Practice swinging without a club – to get the body ready and simulate what you will be doing. Do some standing twists – simulate a backswing – keep balanced. Get the leg muscles ready for walking – do several squats, alternating toes touches left, middle, right, do cross legged toe touches and keep balance. Dynamic warm-up: Travel ahead about 20 feet by doing high knee lifts. 5 Categories-STRENGTH, FLEXIBILITY, AGILITY/COORDINATION, BALANCE</i></p>	
<p>AND OBJECT CONTROL</p> <p>Safety – Review and emphasize; connect to Healthy Habit: Safety- the action of keeping safe, averting or reducing injury, danger or loss.</p>	

Life Skills Experience—The Nine Core Values

Time Allotted: 50			
PLAY <small>(Games/Activities PLAYers will experience)</small>	LEARN <small>(Behaviors reflective of The First Tee Code of Conduct and Nine Core Values)</small>	APPRECIATE	YOUR GAME
<p>Activities: Core Values AND Putting/REVIEW</p> <p>The Game: Putting Assessment practice</p>	<p>Life Skill—Objective & Behaviors: PLAYers learn about the Code of Conduct and he/she lives with integrity by: (1) maintaining his/her composure and etiquette even when he/she thinks others are not watching. Integrity- knowing the difference between right and wrong and doing the right thing even when no one is looking. Golf Fundamental (Factor of Influence): <input type="checkbox"/>Distance Response Size and length of motion <input type="checkbox"/>Target Awareness. (Target Selection) <input checked="" type="checkbox"/> Get Ready to Swing <input checked="" type="checkbox"/> Grip-Set-up, Aim and Alignment Physical Healthy Habits: REVIEW ALL 3 <input checked="" type="checkbox"/> Energy <input checked="" type="checkbox"/> Play <input checked="" type="checkbox"/> Safety</p>	<p>Game of Golf: Areas of the course; terminology for different forms of Stroke Play</p> <p>Etiquette: Show concerns for safety for self and others on the course: where to stand when others are hitting, use of “fore” as necessary Consideration for others and the course Plays safe, fast, and courteous; pace of play When to record the score (after leaving the green)</p> <p>Rules of Golf: PENALTY AREAS 17.1.....new Rule</p>	<p style="text-align: center;"><i>...the outcomes of integrating PLAY, LEARN and APPRECIATE into each lesson plan.</i></p> <p style="text-align: center;"><i>Progression of YOUR GAME is self-paced and can be charted through 3-hole and 6-hole markers, and 9-hole certification.</i></p>

Purposeful Play Activities/Games Description(s): USE CLASS TIME TO REVIEW CORE VALUES. ASK PLAYERS IF THEY HAVE ANY QUESTIONS FROM THEIR BOOK. GO OVER PAGES 38-41 IN THE BOOK WHICH IS THE RULES DIAGRAM. THEN MOVE INTO THE PUTTING COURSE.

Core Value Putting-

The putting green will be setup similar to 3-3-3, at each tee marker will be a printout with a core value definition on it. PLAYers will be split up into teams, they will discuss the definition and putt out the hole (each hole should be rotated by PLAYers). Before leaving the hole, they will write the answer to the definition a piece of paper and place into a bag at the tee marker. Each team should have a scorecard so they can keep track of number of putts as a team. THEN FOR THOSE PLAYERS ASSESSING ON WEEK 10 PROCEED TO THE PUTTING ASSESSMENT. OTHER PLAYERS NOT ASSESSING CAN GO WITH ANOTHER COACH TO THE RANGE TO WORK ON SWING ISSUES.

Assessment Putting- this may count as the Players 9 hole putting course if there are enough Coaches to properly watch the Player, the Player must keep their own scorecard and hand it in signed and the coach must also sign. Player MUST DEMONSTRATE THE ATTRIBUTES BELOW WITH NO HELP FROM THEIR COACHES:

Putting with Integrity – PLAYers will be in small groups and go through a putting course as part of assessment. 3 putting holes each having a 5, 10, 15+ feet station at each of the 3 holes. . PLAYers must demonstrate etiquette on the greens (marking ball correctly, order of play, not walking through lines, being respectful, and keeping score). Coaches please write on roster if they have demonstrated these traits on the course or if they need additional work. OR CONTACT COACH ANNE OR COACH KYLE ****GIVE THE COMPLETED SCORE CARD TO THE STUDENT TO BRING TO THEIR ASSESSMENT ON WEEK 10** MAKE SURE PLAYERS UNDERSTAND WHAT STROKE PLAY MEANS AND KNOW THE MARKER COLORS. REVIEW FOR ASSESSMENTS THE REST OF CLASS BY ASKING QUESTIONS AND GOING OVER THEIR BOOKS. MAKE SURE BOOKS ARE COMPLETE FOR WEEK 10 ASSESSMENT.**

Wrap-up

Time Allotted: 20

COMPLETE YARDAGE BOOK PGS 38—41 HERE

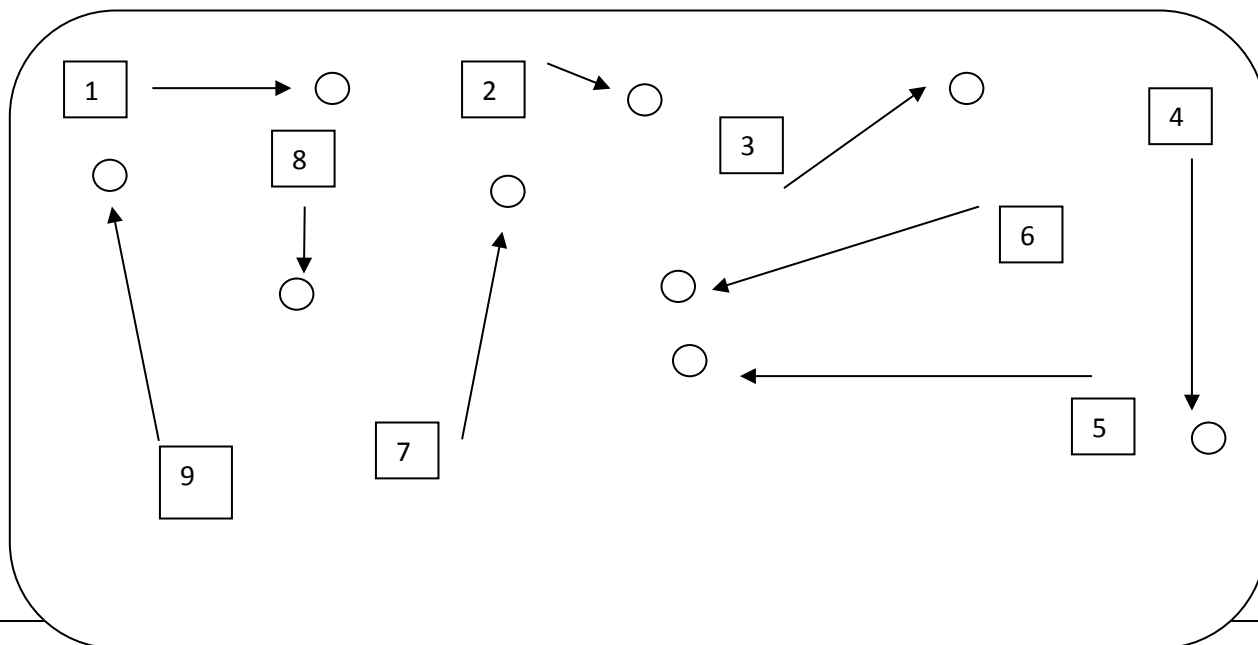
Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life:

1. Which of the Nine Core Values did you use while you were playing today?
2. What does it mean to play with integrity? How can you live with integrity at school, home, other activities, etc.?

USE CLASS TIME TO REVIEW FOR WK 10 ASSESSMENTS!!

Time	Lesson Progression: (List bullet-points for time allotted, lesson flow, and location of lesson activities/stations.)
20	Warm up
50	Putting courses/REVIEW IF TIME ALLOWS AFTER PUTTING BRING PLAYERS ON THE RANGE AND WORK ON SWING PROBLEMS FOR EACH.
20	Wrap up/ review

DIAGRAM: (Identify number of stations and location, equipment needed for each, and brief description for each station activity.)



Good-Better-How Feedback (at least 3 Goods and 1 Better/How)